

Graduate Diploma in Professional Police Practice

LEVEL 6 - 40 Credits

**Workbook title: Competency Based Workbook 1
(DHEP)**

(SOUTH WALES POLICE, GWENT POLICE AND UWTSD)

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Policing in the Workplace 3 (DHEP)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

The purpose of this workbook is to enable learners to demonstrate and provide evidence of how they meet the learning outcomes set by the College of Policing, for the Graduate Diploma programme. Essentially, you are being asked to outline your experiential learning based upon your theoretical understanding in a range of operational situations.

Area of Professional Practice covered, (called elements in your module descriptor):

- Wellbeing and Resilience
- Communication Skills
- Managing Conflict
- Valuing Difference and Inclusion
- Criminal Justice
- Decision making, discretion
- Conducting Investigations
- Criminal Justice (Managing offenders)
- Problem Solving
- Evidence Based Policing
- Maintaining Professional Standards
- Public Protection.

You may wish to use the same incidents as you've outlined in the Occupational Competence Portfolio.

How should the workbook be presented?

Blank electronic copies can be found on Moodle of this workbook. You must submit this document electronically therefore it is important that you save your work regularly and upload the final typed version through Turnitin on Moodle.

Word count policy can be found in chapter 7 of the Academic Quality under section 7.7 (this applies to presenting work above and under the specified word count).

(https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/academic-office/agh-chapters/chapters---en/Chapter_07_Assessment-Taught_Programmes_Pages_72-79-UPDATED-05-11-2019.pdf)

Reflective practice is a core aspect for your workbooks and although there is a variety of useful resources on Moodle, there is one particular book, that is specifically based on reflective practice in policing, here is a link to one chapter from Selina Copley's Reflective Practice for Policing Students:

https://moodle.uwtsd.ac.uk/pluginfile.php/298870/mod_resource/content/1/Reflective%20Practice%20for%20Policing%20Students%20-%20Selina%20Copley%20Chapter5.pdf

How is the workbook assessed?

Advice and support about the completion of this workbook will be provided by university staff as part of your initial training day. Your tutor constable and in-force training staff will not be involved in assessing or marking your workbook after it has been submitted.

Dates of workbook submission will be made available during the initial training day and posted on Moodle.

Once submitted your workbook will be assessed and marked independently.

Confidentiality

It is important that no individual can be identified either directly or indirectly from the information in the workbook. Therefore, you must:

- adhere to guidance in the Student Handbook about unfair practice and plagiarism;
- not identify individuals including witnesses, victims or offenders by name;
- not write information that enables any individual to be identified indirectly through the description you provide. This includes references to names, colleagues, places (including hospitals, schools, town, villages, streets) specific incidents which were high profile and could be identified due to past publicity, other professionals or any other personal information including medical or other conditions;
- take personal responsibility for adhering to confidentiality rules.
- not include any dates of any incidents or anything that specifically identifies an actual incident.

Please be aware that any content that is deemed to be inappropriate, disrespectful, or abusive will not be tolerated. Following review of any content of this nature the information will be shared with the employer of the student responsible.

Should any health and wellbeing concerns be raised because of disclosures made by the student within this workbook, the employer of the student will be informed.

NOTE

Your workbook will be submitted electronically via Turnitin on Moodle. Guidance on this is in the Student Handbook.

Remember that the workbook is YOUR responsibility you must not rely on the assessor or anyone else to pick up any confidentiality breaches as this is your work and you must accept full responsibility for confidentiality. Meeting all the confidentiality requirements is very important.

Dyslexia and other special circumstances

If you have any condition that you feel may affect your ability to deal with any part of the programme, please see the Student Handbook for further guidance. The University has a Student Services Unit that may be able to help but ***it is the learner's individual responsibility to contact them.***

Guidance:

- Your workbook must contain the items specified in the table below (clearly identified and in the order given);
- You should use this particular document to insert your text / answer within each section of this workbook;
- You should upload your completed document as a saved pdf file of this workbook; if this is not possible then a Worddoc file is acceptable. Do not send a scanned file from a photocopier, an apple.dot file or a Microsoft publisher file as Turnitin will not be able to assess them, despite you being able to upload them.

Contents

Workbook	Area of Professional Practice	Word count
Task 1	Wellbeing and Resilience	1500
Task 2	Communication Skills, Managing Conflict, Valuing Difference and Inclusion	2500
Task 3	Criminal Justice, Valuing difference and inclusion	2500
Task 4	Decision making and discretion, Conducting Investigations and Criminal Justice (managing offenders)	2500
	Bibliography	
Task 5	Development Plan	Equivalent to 500 words
Task 6	Recognition and confirmation of the progress of your Occupational Competency Portfolio (OCP)	Equivalent to 500 words
	Confirmation of Confidentiality and Plagiarism <i>Confirmed by submission through `Turnitin</i>	

Task 1

Relevant areas of the National Policing Curriculum: Developing Resilience

Guidance:

Focussing on your initial 6 months of learning and since being attested as a Police Constable, **discuss and compare** the coping strategies you have applied to develop resilience and minimise stress.

1500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

The resilience of an individual or group is the ability to recover from or to resist, trauma, difficulties or stress. While this definition covers a broad spectrum, the scope of this article will be focused on the coping strategies I have developed and applied in order to build resilience and minimise stress during the first six months of learning from being an attested Police Constable. Coping strategies can be behaviours or activities that are employed in order to alleviate or minimise stress (Dewe, O'Driscoll, & Cooper 2010). I will discuss and compare these coping strategies and assess how impactful they have been in developing my resilience and minimising stress within the context of my mental health and wellbeing.

During the past few decades the ability to maintain good mental health and wellbeing has become more widely acknowledged, accepted and prioritised by society at large (Dewe, O'Driscoll, & Cooper 2010.). The management of stress and therefore building resilience to it is important as the positive effect of activities and behaviours that build resilience can offset the negative. Left unchecked stress can result in many downstream short and long term/ chronic effects on a person's mental, physical and social wellbeing (McEwan 2008). Short term stress can result in anxiety, depression, emotional instability, warped self-image, risk taking behaviours, insomnia and loss of appetite for example (Stanks 2005). Some people may develop negative coping strategies such as self-isolation, alcohol and substance abuse (McEwan 2008). Chronic effects of stress can manifest in health issues such as diabetes, high blood pressure, skin conditions, cardio vascular disease and digestive issues (Schubert, et al., 2009). These effects can also lead to a feeling of burn-out and reducing quality of life.

When deciding to apply for South Wales Police in January 2020 at the age of 35 I realised, should I be successful, it would result in significant changes to my daily/ weekly work and social routines and finances. Before joining SWP I spent 10 years working in various office based jobs - these environments were reasonably social. When COVID-19 began I had moved to working from home. Upon reflection it became apparent the social isolation and lack of social contact was having a negative impact of my mental resilience. Certain work problems/ challenges I had previously welcomed - had over time - become highly stressful situations. With no in person social outlet in work or out these stresses seemed to build. Spending time with friends and family can help people maintain a positive outlook and feel less isolated (Benedict et al 2015), (Levens et al 2016), (Holahan & Moos 1985). Having this in mind during the first six months I had recognised the importance of building good relationships with my peers in work and maintaining social relationships outside of work (now that COVID lockdowns had ended).

Financial stress can impact an individual's perceived mental health and sense of well-being (Sinclair, & Cheung 2016). Upon joining SWP I experienced a noticeable decrease in salary, in addition to increased transport costs to Bridgend adding to my mortgage and other household bills. In order to manage this I conducted a financial

review and developed a monthly budget. Certain subscription services were ended and other bills such as phone contract renewed at lower cost. The aim being to spend less than I now earned.

I have not been in education since I left University upon completion of my undergraduate degree in 2009. I have reflected many times over the years on how unprepared I was and how my time management and organisation skills were very poor. This led to a highly stressful third year which had a variety of health effects, including; high anxiety, poor quality sleep and loss of weight. It was not an experience I wanted to revisit. I've often thought of ways I would plan and study better and during the six months I put this into practise. First I planned out my weeks and created scheduled revision plans, including times for rests. I also kept organised and accessible notes from lessons and resources, in addition to making flash cards and regularly testing myself. Finding a balance between work, personal responsibilities, family, friends and other interest can alleviate pressures of stressful situations - Newell (2018) describes this collection of practices as 'holistic self-care'. Also with these planned revision sessions I found it useful to set goals for myself such as reading certain chapters or completing certain tasks. Goal setting also extended to what exam result I wanted and which I believed I could realistically achieve - this helped me develop structure to my learning and focus on particular topics.

The importance of maintaining good nutrition and healthy food habits is essential to both physical and mental wellbeing and resilience (Bremner et al 2020), (Bonaccio et al 2018). I recognised this at the age of 32 and conducted research into nutrition and became more interested in cooking in order to maintain a healthy weight and support my exercise goals. I also have been tracking my daily meals/ calories with the use of a mobile phone app ever since. With analysis of the data I can make informed meal decisions to ensure I maintain a balanced diet. As initial training provided a significant departure from my daily meal routine, I researched recipes that I could prepare in advance while also meeting my nutritional requirements.

Since the age of 16, exercise has been an important aspect of my life. There is extensive research in the positive benefits of regular exercise on physical health and mental wellbeing - reducing stress and promoting positive moods (Firdaus & Dhabhar. 2018). While it was challenging to commit to a regular exercise routine with the added travel, I was able to continue to complete regular distance runs. In addition I also ensured I made time to continue a strength and conditioning programme in the gym. However, with any good exercise programme it is widely recognised that in order to improve, sufficient recovery and rest must be built in (Dupuy et al 2018). This not only includes the rest days between types of exercise but also an allowance for quality sleep. There is significant evidence that demonstrate the association and importance of sleep on physiological and psychological health (Reynolds & Mullins 2020), (Masser et al 2017). After the first month I had not accommodated for suitable sleep duration and due to the early start to travel resulted in less than six hour sleep per night. This had the knock on effect of fatigue during the working days so I then had to prioritise and adjust my sleeping pattern in order to get between 7- 8 hours' sleep.

After review of the coping strategies described, they have all provided a positive contribution to my current resilience and stress management, however in different ways. For example some strategies only required proactive planning and following to prevent potential stress down the line - such as reviewing my finances, developing revision/ exercise schedules and goal setting. These strategies were of most importance, as employing these strategies provided a sense of control and with this came confidence that I could complete the examinations and challenges of the initial basic training. My examination results and my positive experience throughout the initial six months provide strong feedback that these were useful strategies. Another important strategy of this time was the development of a strong support network, both from new colleagues who helped each other to social meetings to spend time with. These provided the benefits of a sense of community and comradery. Also of note is ensuring sufficient quality sleep - I have often overlooked this in years past, however by taking the time for quality sleep the benefits were immediately noticeable - less fatigue, more focus, positive mood. Of less importance for the duration of the course was my diet and exercise programme. While these remain important for long term physical and mental wellbeing, they are

lifelong pursuits and therefore could be sacrificed on occasion in the short term for the demands of the course or when time was limited.

Stress is unavoidable, however positive activities and behaviours can be utilized in order to develop resilience. This developed resilience can form a protection from the negative short and long term mental and physical effects caused by stressors. Being aged 37 I have encountered many sources of stress over my lifetime, including; money, housing, family, illness, employment and relationships. From each of these experiences through reflection I have learned and developed strategies to cope. When joining the initial six months basic training course, I felt well prepared to use what I have learned in order to minimise stress and maintain a sense of control and confidence. My examination results confirm that my planning, time-management and revision strategies were successful, in addition to providing perceived reduction of potential stress had I not made provision for such strategies.

Word Count 1482

Task 2

Relevant areas of the National Policing Curriculum: Communication Skills, Managing Conflict, Valuing Difference and Inclusion

You must choose a policing incident involving conflict in which you played a significant role with an offender/service user/victim and reflect on what happened.

Critically assess the incident including social and legislative contexts and any relevant cultural, ethnicity and language issues.

Reflect on your application of the fundamental elements of effective communication used (verbal, non-verbal, active listening skills, open and closed questions, building rapport and negotiation skills).

Describe the process for determining whether the use of force was necessary in a conflict situation (including a **critical evaluation** of any theories or models underpinning the causes of conflict within policing interventions – e.g. Betari's Box, The Drama triangle, Emotional versus rational brain) and provide a reflection on the outcome of the incident.

Your reflection must illustrate your understanding and application of core principles of ethics, equality, diversity and human rights, as well as any relevant Code of Practice considerations, culturally sensitive practice and language preference.

2500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

The management of offenders has important implications for any investigation. Police staff that interact with offenders have a legislative prescribed duty of care in order to meet with the subject's basic human rights and comply with PACE codes of practice. In this essay I will describe a police incident involving conflict in which I played a significant part with the suspect management; from conveyance to hospital and care for the duration of a 9 hour shift. From this experience I will also illustrate that beyond the legislative requirement, the manner in which an offender is treated on an individual level through the use of positive verbal and non-verbal techniques can de-escalate conflict, ensure compliance and can even establish a level of trust between offender and police staff.

On the day in question I had arrived early for my 07:00 hours shift start time for mobile patrol duty. At approximately 06:30 hours a call from the PSC came over the radio of a male being aggressive. The reporting person was in a highly emotional state and unable to provide a clear account of the situation. Ten minutes later there was confusion over the air from attending officers who subsequently called for further units to assist as the male in question began to get aggressive upon questioning. My Sergeant and a colleague also had arrived to the station early and we went on blue lights to assist.

Upon my arrival at the incident address, I saw a male at the first floor corridor in the process of being arrested by the first attending officers. The offence he was being arrested for was the suspicion of rape of the reporting

person. The suspect was verbally abusive, shouting and swearing at officers. He also became physically aggressive and attempted to resist arrest. He was covered in blood, bleeding profusely from his right ear and nose, heavily intoxicated from alcohol and his speech was incoherent. The suspect was 6'3" and weighed over 18 stone (as he would later tell me). The suspect's behaviour, cognizance and mental state clearly posed a high risk of violence which justified the use of leg restraints in addition to handcuffs to the rear to ensure control. Due to his size he required double cuffing. When under control, four officers carried him down the stairs. To reduce the risk of potential injury by having to carry him to where the van was parked, I drove a marked police van to the rear of the property for easier access to the vehicle's cage. PACE Code C (Gov.uk 2019) refers to the code of practice for the detention, treatment and questioning of persons by police officers. As the suspect had clear need for medical treatment and attention, section 9 states that "a detainee receives appropriate clinical attention as soon as reasonable practicable if injured" in accordance, the decision was made to convey the suspect to the local hospital. A colleague and I were tasked with conveying the suspect to hospital, while the others remained to secure the scene, support the victim and progress the investigation.

Another consideration of his build and intoxicated condition was that he could not fit well into the van's cage - in order to accommodate we had to keep the internal cage door open while I kept the suspect's head secure from hitting the cage/ side from the motion of transport. In order to ensure the subject remained calm with my hands occasionally bracing his head, I made sure to verbally communicate my actions and inform I am only doing this to ensure I was looking after him - to which I received various drunken grunts of agreement in reply. My concern was that in his current state if he perceived my actions as threatening he may resume aggressive resistance.

When we reached the hospital, the back of the van door was opened and with the assistance of my colleague we helped the suspect slide out of the van and escort him to the Accident and Emergency front desk. By this point his fatigue and lack of capacity was evident. He was very unsteady on his feet and required significant support in order to escort him safely. At the front desk, when the attendant was asking him questions, the suspect's speech was extremely slurred and he failed to respond to the simple questions of his name, age and address, therefore my colleague provided this information. We were asked to go to a private side room and wait to be seen. After witnessing the suspect's erratic behaviour from extremely aggressive, to complaint to aggressive again, I was keen to employ certain communication tactics in order to keep him calm. I thought the longer he had to wait, the more uncomfortable and irritable he may become which would increase the risk of conflict. During the first few hours at the hospital the suspect tried to sleep awkwardly in the chair, and was in and out of sleep. Later, as he began to sober up he became more aware of his current situation. He had questions relating to his care, his injuries and the reason he had been arrested. It became clear that he could not remember the previous few hours up to and including arrest. My colleague chose to not engage with the suspect however this clearly irritated him. When the suspect asked follow up questions, my colleague's responses were blunt and dismissive. This irritated the suspect further. I chose to take the alternative approach and try to build rapport with the suspect. Vallano et al (2015) findings define rapport at a positive relationship involving trust and communication - this can be verbal e.g. finding common interests or non-verbal e.g. showing understanding and empathic body language. With the suspect this began by answering his questions within reason and explaining why I could not answer all of them due to the requirements of the investigation. The suspect showed appreciation of this. During the course of the day the suspect became relatively talkative and I employed active listening - the practice of listening, observing and providing feedback cues to show interest. Research has shown the benefits of practicing active listening between parties and it has been suggested this may be the basis to establish effective two way communication and successful collaboration (McNaughton and Vostal 2010).

At various points during our conversations, the suspect often circled back to the topic of his injuries - he asked how bad they were and if we thought he would be physically scarred. He would start to display rising hostility to the reporting person who had inflicted them. I could see the conversation turning negative. Chism (2020)

describes - by acknowledging feelings and reality one can then direct the conversation back to more positive outcome. This tactic worked very well, ensured he remain calm and provided the added benefit of building rapport. So much in fact, that he engaged fully - he told me about his child-hood growing up being bullied, the area he grew up in, the two years he had previously spent in jail and his brief time fighting as an amateur mixed martial artist. As I have an interest in strength and conditioning I saw this as a good subject to engage in with my own thoughts and experiences. I used a mixture of open and closed questions in order to explore topics presented and to keep the conversation interesting. As Vinten (1995) states; there is a benefit to the appropriate use of both open and closed questions, and skilled questioning should achieve its objectives - in this case, keep the suspect engaged, calm and cooperative. The suspect and I spoke at length regarding strength and conditioning for several hours.

Article 3 of the Human Right Act (1998) regards the prohibition of torture, stating "No one shall be subjected to torture or to inhuman or degrading treatment or punishment". Specifically the latter part of this sentence was my concern while the subject was in my care. It took 5 hours of waiting before the subject was even seen by medical staff for a brief initial assessment, it then was an additional 2 hours before his facial wounds would be addressed. The subject was a large build of 18 stone in weight, double-cuffed and provided a chair which wasn't designed for his build or to be double cuffed to the rear. He was also on the come down of alcohol and drugs with a hangover taking hold. It was clear to me that the subject must be in a significant amount of pain and discomfort - he had made complaints several times about this and groans of discomfort. He complained that the handcuffs were tight and requested we loosen them. After the few first hours of relative calm, rapport and trust building we felt comfortable that he would be compliant and allow us to check and loosen without conflict. When we agreed to this, I again verbally communicated clear instructions of what I was doing and what action I wanted him to take. He joked that he could run if he wanted, I replied jokingly that I was faster so it would be pointless. When this was completed, the subject thanked us for it. Prior to treatment the subject also complained that he mouth and face was full of blood, which had dried and clotted around his mouth. I empathised with this and thought I should do what was reasonable in the situation in order to ease his comfort somewhat - I asked the nurses for some gauze that I could help wash the caked blood. I explained I wouldn't be able to completely clean his face and if he experienced any discomfort to let me know so I could stop. This act was clearly appreciated and helped further build our rapport. In addition when the subject asked for water we brought him which he was grateful for. I believed ignoring the subject's condition and complaints when there were simple acts I could complete would amount to inhuman or degrading treatment. Addressing these issues also developed respect and a level of trust between us.

The management strategy to ensure control was working well, later in the day the suspect became concerned about the whereabouts of his phone - he asked us if we could bring it to him. We did not know where the phone was, it was likely still at the address where he had been arrested. I asked him to describe the phone and I could make enquiries. His concern was regarding it being an expensive phone and he believed the reporting person would steal it to sell as he said she was a drug addict. Even if the phone was found at the address it would likely be seized for evidence. To set his expectations and assuage his concern I explained this process but said I would make enquiries - the subject was grateful of this and understood. However, appearing to be irritated by this line of questioning, my colleague bluntly told him that he was not getting his phone, and when the suspect asked why, the officer's response was simply "because you're not". The suspects reply was to insult my colleague and start to raise his voice which was met in kind. The situation escalated rapidly when the suspect subsequently leapt out of his chair (while still handcuffed) assaulted my colleague by body check into the wall (he was only two feet away from him). I immediately got up and put myself between the two as a shield. I put my hands of each of the suspect's shoulders to push him away from my colleague being mindful not to overuse force and escalate the situation. I ushered my colleague to the exit of the small room and when he moved, the suspect tried to purse him. During the ensuing tussle we both slammed between a few of the thin walls, causing nurses to hear the loud commotion and shouting. A nurse called security and my colleague went over the air to call for assistance, he then turned his body worn video on and informed the suspect he was under further arrest for assault police. At this point I was holding the suspect against the wall and trying

to get him to focus on me and not my colleague - using verbal negotiation, for example - "I can see you are upset, look at me, think about what you are doing, I am trying to help you like I have been doing all day". The negotiation aim being to use clear, confident language in an attempt to resolve this volatile situation in a peaceful, non-violent manner (Van Hasselt 2008).

I had successfully managed to calm the suspect down. When his focus returned to me he asked "can you take your hands off me please?" I responded with "yes, of course I can, but you need to show me you will not start up again". He agreed and I directed him to return to his seat which he complied. I then walked to the room's exit and saw six hospital security staff in the corridor to the right and three police officers from my team to the left. They were keeping out of sight to not escalate the suspect's defensive behaviour but were ready to intervene had I lost control. After updating my sergeant on the turn of events, he decided to swap out my colleague who had been the target of conflict with another officer while I remained. Soon after, with calm restored we returned to engaging in friendly conversation with the new officer providing fresh conversation topics. After approximately 7 hours, the suspect was given a CT head scan to rule out brain trauma, followed shortly after by the attending specialists to address the suspect's ear and nose injuries. I remained on hospital watch for the duration of my 9 hour shift and the next shift took over watch and conveyed the suspect to custody. Article 2 of the Human rights Act (1998) - right to life - applies here as an undiagnosed brain injury can be fatal - we have a duty of care to ensure any detained person is safe within our custody and we take all reasonable steps to adhere to this. Upon reflection, the use of force was necessary to protect a colleague. However due to the several hours of prior engagement and built rapport with the suspect, only minimal force of restraint was required which also directly contributed in the successful negotiation in order to de-escalate the volatile situation.

The ability to empathise to other provides a key foundation in order to create and maintain constructive dialogue. The nature of interaction between people has been described by Beteri's box conflict management model - essentially describes how the attitudes and behaviours a person shows another directly affect the attitudes and behaviours that are received (College of Policing (2020). Chism (2020) states "unproductive encounters give rise to feelings such as irritation, anger, or resentment". Therefore adopting positive attitude to another person in all aspects of verbal / non-verbal communication is more likely to yield successful outcomes than adopting the reverse. In addition adopting communication strategies without displaying empathy can be perceived as cynical. In a police conflict management situation with an offender (assuming there is no immediate life at risk scenario requiring immediate use of force intervention), the communication strategy an officer employs can have significant implications for the outcome of the incident. Adopting the wrong approach can escalate a situation whereas adopting conflict management techniques in good faith can de-escalate and resolve many conflicts. If an offender perceives they are being treated fairly and with respect they are more likely to be compliant and under control which contributes to both their own physical and mental well-being and the safety of all people involved in their care.

Word count 2648

Task 3

Relevant areas of the National Policing Curriculum: Criminal Justice, Valuing difference and inclusion

You must choose **a policing incident** in which you played a significant role with an offender/service user/victim and reflect on what happened

Critically assess a relevant incident including social and legislative contexts and any relevant cultural, ethnicity and language issues.

Consider and reflect on your responsibilities and procedures in line with the relevant Codes of Practice to support victims and witnesses through the criminal justice system.

Illustrate how policing values were engaged, as well as any other considerations including culturally sensitive practice and language preference.

2500 words (+/- 10%: *include your actual word count at the end of each section*)

ANSWER:

Victims of crime are at the heart of the policing response. It is crucial that victims and witnesses of crime are treated fairly and with respect. There are two main reasons - the first is to effectively support the victim in coming to terms with, process and recover from crime - offering necessary referrals to specialists where required. The second is to enable the victim to support an investigation and prosecution of the perpetrator. These two reasons work toward the same goal. There is a growing body of research that examines the effects of positive and negative police interactions with the public and the resulting effect these interactions have on perceived police legitimacy (Maguire et al 2016). Peyton et al 2019 found even a single encounter of positive interaction with police can significantly improve public attitude, legitimacy and willingness to cooperate. Therefore the better a victim's needs are supported the more likely it is a victim will support an investigation, which in turn is more likely to result in the successful prosecution of the perpetrator. In this essay I will describe, reflect and assess on a police incident in which I played a significant role in order to support a victim within the criminal justice system in line with relevant codes of practice and policing values.

Crime can have long lasting physical, mental or emotional consequences for victims. In recognition of this issue in 1974 an independent charity - Victim Support - was set up in Bristol to support people affected by crime and traumatic incidents in England and Wales (Victim Support.org.uk). By 1986 every county in England and Wales had at least one support scheme. In 1829 Sir Robert Peel set out the model of the police constable which recognised the importance of public support (Code of Ethics.gov.uk). However it is only during the past three decades that it has been widely acknowledged that the experience of police interaction with victims/witnesses of crime directly affects their perception of police legitimacy and willingness to engage in future criminal justice proceedings (Tankebe 2013; Goodson et al 2021). In addition, adverse experiences with police can facilitate secondary victimisation, exacerbated trauma and may leave victims vulnerable to continued

abuse (Goodson et al 2021). In order to address this problem, in 2014 the Code of Ethics was produced - the aim being; to guide members of the policing profession to deliver the highest standards of professional behaviour in regards to their service to the public (Code of Ethics.gov.uk). The code of ethics consists of nine policing principles - Accountability, fairness, honesty, integrity, leadership, openness, objectivity, respect and selflessness. While the Code of Ethics of policing sets out the guidance, the behaviour of policing professionals has a significant impact on victim/ witness co-operation. For the victim the prospect, uncertainty and perceived 'hassle' of being involved further in the criminal justice system in itself may be too much to have the continued desire to participate. To address this on the 1st April 2021, a new Victims Code has come into force. The new Victims code sets out the legislative rights, services, information and expectations victims have following a crime (gov.uk)

Within my current tutorship I have encountered, assisted and investigated a wide range of crime and non-crime related calls for service. During this time the majority of crime related offences I have attended have either not met the evidential threshold test required by the Crown Prosecution Service in order to progress a case or the complainant has withdrawn support due to the immediate threat being dealt with. However I am currently supporting the victim and reporting person regarding a case of fraud by false representation - Section 2 (Fraud Act 2006). The suspect in question had made an advert on Facebook marketplace regarding the sale of classic hobby train sets. The victim was the enquiring buyer - a young, vulnerable teenager with autism and a strong interest in the collectable train market. The reporting person (RP) is the child's mother. When I was first tasked with the grade 4 (G4) incident I contacted the RP to gain an initial account and further details. The RP explained that she recently given her child a bank debit card in order give her child more independence and one of the first decisions they had made was to contact with this seller and agree the sale of a train set for £40. A private Facebook group was set up between the seller and victim. After the victim showed an interest in one set, the seller provided more photos of other sets and offered them at a 'discount' if all bought together for £180. The victim was hesitant, in response the seller informed he had other sellers waiting and repeatedly prompted for a decision. The seller requested half money now in order to keep them. When all of the money was sent, the seller went quiet and did not respond for over a week until he said he had more items to sell (train tracks). An additional payment was sent for £80, however now the seller changed tactics and said the bank transfer had not gone through, and so another payment was required. The seller kept saying the payments were not going through and would be returned, so more payments were required. However the victim was running out of available funds. The seller then insistent on being paid as he now claimed his gas was about to be cut off and that he would sell on the train sets to other interested parties due to the 'emergency'. Then 'holding fee' was reducing in order to keep the payments coming despite the victim's warning they didn't have much money left.

After waiting subsequent weeks the victim had not received the train sets or heard anything form the seller. He informed his parents of the incident who then tried to contact the seller over Facebook. Their attempts resulted in being blocked. After these efforts they believed their child had been victim of fraud and reported it. The RP explained that due to her child's autism he presents as very naïve and has difficulty recognising dishonesty. I requested screenshots of the conversation between the seller and her son - these were received. The screenshots of the conversation clearly demonstrated four fraudster tactics; 1 - Time pressure - repeated messages to make a decision quickly. 2 - Illusion of scarcity - stating that he would sell to other interested parties. 3 - Preying on empathy - Stating that his 'gas' would be cut off if not received. 4 - Preying on naivety - stating that payments had not gone though and requesting further payments. The seller provided two online bank account sort codes/ numbers that the seller requested payments to - I sent a data protection request to the bank who replied with the registered name, home address and mobile number of the account holder. The address was registered to location within the Humberside Police Force area. As ownership of crimes are dealt with the force area of the offence - or in this case where the offender likely resides - for the case to progress through the CPS, it will require a handover to the Humberside Force once all outstanding actions are completed from the originating force area.

In order to support the family I provided my mobile number and email address for a point of a contact. For a number of weeks I had weekly check in calls regarding the RP and her son's welfare. Early in those conversations the RP expressed concern as her son had become withdrawn and had difficulty processing this. The RP was also concerned that her son may have trouble ever trusting anyone again. I offered my support which included being available for any questions and offering referrals for support and guidance. I enquired if the RP was willing to support the investigation and provide statements from herself and her son. Initially the main concern was retrieving the money - the RP was not sure if she wanted to support a potentially long investigation and for her son to be involved in court proceedings. I gave reassurance that there is no pressure on the family to pursue the matter and that we as the police service would follow their wishes. I also explained that due to the victim's vulnerability, certain 'Special measures' may be applicable - such as screens, evidence by live link and even removal of judges/ barristers wigs and gowns (CPS.gov.uk). I advised the RP to contact her son's bank and report the financial fraud for them to investigate. I also advised to report the incident to Action Fraud via their website (Action Fraud 2022).

In our later conversations the RP reported her son was showing signs of improvement. I informed that we had received information from the bank regarding the suspect's account details. With new information I broached the topic of pursuing a complaint and that we now had a new avenue of investigation. Taking time to consult with her family the RP had now changed her mind and felt that the suspect was preying on vulnerable people and did not want this to happen to another person. I informed of the required next steps which included taking statements from herself and her son so we could create a handover package to the Humberside force. They would then take ownership and provide further updates in regards to the progress of the case and the potential of identifying the individual responsible and the various possible outcomes including going to court.

In 2017 the Competency and values Framework (CVF) was introduced. This set of the guidance, values and behaviours builds and expands upon the code of ethics (2014) to clearly define new and relevant competencies for those working in policing roles (College of Policing.uk). In essence it consists of six 'competencies' that form three groups or 'clusters'. The CVF competencies emphasise the need for policing professionals to be emotionally aware, take ownership, collaborative, supportive, analyse critically and open-minded. From initial contact with the RP it was important to be emotionally aware of the issue as showing empathy and understanding would increase her trust and willingness to cooperate with the police. This also involved taking ownership and providing my number for a point of contact for any questions, concerns or support. Transparency and open-mindedness was required when discussing possible outcomes of the investigation, and for answering the RP questions in relation to their support of the case and willingness to go to court if required. As Mazerolle (2013) states "the dialogue component of front-line police-led interventions is an important vehicle for promoting citizen satisfaction, confidence, compliance and cooperation with the police, and for enhancing perceptions of procedural justice". The CVF articulates how this can be achieved.

For my role, the significant part of the support offered was building the trust and rapport through listening, acknowledging concerns and displaying empathy. This required patience and flexibility in order to accommodate the RPs needs and availability through regular contact. Of course, a positive police interaction following a crime is not the only consideration of a victim's willingness to support an investigation - as noted by Felson and Lantz (2016) their analysis of violent offences showed that victims were more likely to refuse to cooperate if they knew the perpetrator compared to if they were stranger. This presents an additional challenge for the police professional. However, following interaction underpinned by the Code of Ethics and CVF can lead to building a rapport and trust towards the police service and result in a positive outcome. As the perpetrator in this case was a stranger this placed greater emphasis on behaving in line with policing values in order for victim willingness to participate. Braga et al (2014) examined police-citizen interactions and found that by attempting to create a climate of positive police-community relationships, police can have an influence on citizen's interpretation of police actions. Part of our role as police officers is to bring offenders to justice however this is much more difficult without the support of the aggrieved. Therefore the effect of positive

police interactions can be more likely to contribute to victim engagement and satisfaction with the criminal justice system. In this regard I consider my involvement successful.

However, while I have built a good rapport with the RP, it became apparent the difficulties of managing the challenges of responding to live emergency calls and my shift pattern availability. Adding to this was the RPs busy working schedule. This resulted in being unable to secure statements for a number of weeks. On occasions I had to reschedule, on others the RP had other commitments. In hindsight the willingness of the RP to engage with the investigation noticeably waned after the conclusion of the bank's fraud investigation - fortunately the bank was able to return most of the lost money. While this is clearly a positive result it became more difficult to maintain regular contact with the RP. As time went on following financial recovery the RP became noticeably less available and more difficult to contact. My calls would often go unanswered and it would take days for the RP to reply to messages. This was a stark contrast to the start of the investigation where the RP was readily available for contact. This may be due to the RP feeling that their complaint of financial loss had been addressed and now they were less invested in the outcome of the investigation.

My experience in this case highlights the difficult balance officers' encounter when having to balance the needs of the victims with the needs of the investigation. This is an important learning. I focused my efforts so much on the victim and family that upon reflection I don't believe I set the correct expectations with the victims in relation to assisting with the investigation. In addition the lower grade calls often took less priority over daily duties – had I managed my time better and been more decisive in setting appointments I may have been able to gain the prevent victims decline in investigation investment. This effect is noted by Alison et al (2003) whereby they looked into the time pressure for decision making and prioritization - they found that time urgency increased action prioritization. As I endeavoured to provide emotional support without any form of urgency or pressure I may have inadvertently lowered the perceived priority of investigative support from the RP. Future considerations regarding the management of lower grade investigations would be to balance the victims/ witnesses needs with the needs of the case in order to ensure the prompt and effective investigation.

Word Count 2442

Task 4

Relevant areas of the National Policing Curriculum:

Decision making and discretion, Conducting Investigations and Criminal Justice (Managing offenders)

You must choose **a policing incident** in which you played a significant role with an offender/service user/victim and reflect on what happened.

Critically assess the situation including social and legislative contexts and any relevant cultural, ethnicity and language issues. **Reflect** on how you applied the National Decision Model (NDM) to assist in resolving this incident. **Evaluate** the role of discretion in the decision-making process.

Determine your responsibilities with regards to the provision of the CPIA when conducting this investigation including when managing the offender and suspects and recording and retaining significant information.

Illustrate how policing values were engaged particularly through **an assessment** of the potential impact of bias on the decision-making process.

2500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

Police officers encounter unique situations on daily basis. While investigation can identify incidents as crimes or non-crime related the variables of each incident can be unique and vast. Severity, culpability, life history, vulnerability, threats and safeguarding to name a few, all need to be accounted for and considered in time sensitive situations. To assist officers there are two standardised tools; The National Decision Model (NDM) is a tool for police officer to utilise in order for them to structure, plan, and review decisions and actions when dealing with a situation. The second tool at an officer's disposal is 'discretion' – the ability to act independently and make choices. In this essay I will describe, reflect and assess the use of the NDM and discretion utilised on a police incident in which I played a significant role in order to resolve the incident.

On the day of the incident in question, I had arrived early for a 07:00 start. Just prior to shift start time a grade 1 (G1) emergency call came over the radio in relation to a domestic dispute between two brothers, both within their twenties of age, and who live together. The call log stated the reporting person (RP) - the older brother - has been locked out of the property following a verbal argument and his younger brother was refusing entry. The property was on the mid level of a high-rise block of flats managed by a Council housing association. Upon attendance officers met the RP outside of the flat door. When asked to explain what had happened the RP explained that he and his younger brother had an argument the previous night, officers had attended and advised he cool off - so he spent the night elsewhere and had just returned home. He stated he did not have a key - the brothers shared a key which was in possession of the younger brother. I asked about their relationship history and he said they were like normal brothers who argued sometimes. After further questioning he explicitly stated there had never been any physical violence between the two.

Based on the information provided by the RP, the domestic incident had actually happened the night before, it was just a question of access to the property. Officers tried knocking on the flat door to no answer. Due to the early morning time it was unclear if the younger brother was asleep or had left the residence. The RP asked us what we could do - however after reviewing various powers of entry - such as section 32, 17, and 18 of PACE (Police and Criminal Evidence Act 1984) none were applicable in this situation. These powers of entry concern the various police powers of entry in relation to effect an arrest or search a residence for evidence in relation to an arrest. Even a sub section of section 17 - to enter to save life or limb or prevent serious damage to property did not apply. We explained that we had no power of entry and asked if he could stay with a friend or family member in the mean time until his brother woke up or returned home. The RP stated he did not get on well with his father who lived elsewhere in Cardiff. We then offered to drive him somewhere. The RP declined our offer and said he would stay with a friend who lived on the floor above. The whole encounter struck me as strange, the RPs responses to questions were erratic and he didn't appear to be forthcoming about the previous night's events. As we were leaving, I thought there was more to this story and that we would be returning later in the shift. In preparation I decided to research the previous day's occurrence to gain a better understanding.

There was in fact two previous occurrences from the day before and it was the RP/ older brother who was the subject of these previous domestic incidents. On the first incident their father had reported his older son as being verbally abusive to him and his younger son. Officers attended and instructed the older brother to cool off - as he had originally disclosed to us. However during the second incident the older brother had returned and re-ignited the argument - the father was now reporting the he feared a physical confrontation was likely as the older son has previously been arrested for assaulting he father. The older brother had many warning markers on his Niche profile for violence and use of weapons. During the second incident the older brother was arrested for breach of the peace and spent the night at Cardiff Bay custody - he was let out in the early hours of the morning and had walked home, been unable to gain access to the property so called the police with the aim of forcing entry.

A few hours later we received another call from the older brother reporting that the younger brother had now assaulted him by punching him to the jaw and had also stolen his expensive scarf. We returned to the flat and was let in by the older brother who did not have any visible injuries, he was calm and led us to the living room. When enquiring the whereabouts of the younger brother he said he was in his room sleeping. I asked the older brother how he gained access to the property and how this incident happened in the few hours since we saw him last. He claimed that he saw his younger brother taking out the bins and left the door open so he ran back to the property. When the young brother returned they argued which escalated to a wrestle on the floor which ending by the young brother punching him to the jaw. The explanation of this event was particularly incoherent and changed many times. The older brother went off topic to various rants about how his brother was "childish". He often didn't answer officers' questions. Even switching to closed questions proved challenging as he was talked about previous irrelevant events of his life and how hard it was. We woke the younger brother who was surprised to see officers in his room. I enquired if he knew where is brother was - he thought he was still in custody and was further surprised to learn he was in the other room. The younger brother then said he must have gained entry from a window the older brother has previously broken in anger. The younger brother explained the previous day's argument began as the father had attended to help the boys clean the flat for a forthcoming annual housing association inspection. They were worried that due to the state of cleanliness their tenancy would be in jeopardy. It was also revealed the older brother was never registered to be a tenant at the property - he was there at the consent of the young brother and father who were the lawful tenants.

The brothers' stories conflicted wildly. We rang the father to clarify and he independently corroborated the younger brother's account. In addition the young brother provided photos of the previous state of the flat prior to cleaning - stating the mess was his older brothers who effused to clean and became aggressive when

they put his clothes in bags (as they were previously left on the floor all over the flat). He also showed a WhatsApp conversation between himself and his father from the previous week discussing how to legally get the older brother removed due to his aggressive, uncooperative nature. To counter these allegations the older brother attempted to demonstrate how 'close' he and his father was by showing a WhatsApp conversation between them - the last message was from a month prior and just showed the older brother sending various abusive messages and threats to the father. Taking all accounts it appeared the older brother was not genuine. We explained he had to leave as he had no legal right to be there and his father would help him find alternative accommodation over the next few days. He did not like this news - he said he expected us to arrest his brother so he could spend the night in custody as he had. While verbally protesting, he agreed to collect his belongings and leave the property. He appeared to be stalling and one of my colleagues instructed me to 'BOP' him - arrest for breach of the peace. Using my discretion I decided against this course of action - while being reluctant, he was cooperating. Based on his Niche warning markers and recent events I believed this would only increase the risk of an unnecessary physical confrontation with officers. In addition he could potentially have made further calls for service if he felt he was being treated unfairly, with disrespect. We called the local emergency housing association in advance and conveyed the older brother to their location. There were no more calls for service regarding this incident.

The NDM is composed of six elements underpinned by the police code of ethics (College of Policing 2013). The model is designed to be flexible and allow officers to be more questioning of situations and to make ethical decisions. In every situation the elements stay the same but officers' decide which considerations apply at each stage (Roycroft and Roach 2019). The first stage of the decision making process is to consider information and intelligence - what is happening? Who is involved etc. At first attendance at the address we did not have knowledge of the previous day's incidents and questioning of the RP was not insightful. A more thorough search of occurrences would likely have resulted in more effective questioning and potentially resolving the incident at this point. However on subsequent attendance this knowledge was key to understanding the conflict and moving to the next stage of the NDM - assessment of risk, threats and develop a working strategy. It became clear the older brother was not being truthful and sincere - he appeared to be simply trying to retaliate for spending the night in police custody. The following stage of the NDM - powers and policy - from the assault complaint we had the power of arrest to prevent further harm. We also had the consent of the younger brother to remove the older brother from his residence via the Breach of the peace as legal recourse. However moving to the next stage of the NDM - identify options and contingencies - we took into account the current situation, threats, risks. Invoking either power of arrest posed the risk of force being required to effect arrest, which increase the risk of harm to those involved. The final stage is to take a course of action and review the outcome - was it resolved as expected or did this change the situation resulting in going back through the NDM with new information?

Each police encounter with a member of the public has many factors that can affect the outcome. As Walker (1993) states; "Police officers routinely exercise discretion in a broad range of decisions affecting the life and liberty of citizens". Discretion is the tool of the officer to act independently in order to make choices of action when there are various ways identified to deal with a situation. Is arrest the best course of action or is there an alternative that does not criminalise the offender and could result in a more satisfactory outcome for all parties? The use of discretion by an officer is a vital tool in order to resolve incidents and therefore it is a vital tool for police legitimacy. If police could not act independently or use discretion based on the unique characteristics of each incident, police could be perceived as acting unreasonably and unfairly

During the incident of this reflection, the use of the NDM and discretion was key in order to really understand the conflict between the family, the circumstances that led up to the conflict and the legal rights of flat tenancy. Discretion was used several times, first after the allegation of assault against the younger brother. When officers enquired for the willingness to support the allegation of assault from the older brother he readily retracted his support when he learned that regardless he would be required to leave the address as he had no legal right to live there. A contemporaneous interview was held with the younger brother who denied

the allegation and the allegation of theft of a scarf was resolved from learning where the dirty clothes had been stored. With that resolved it was clear the brothers could not be left alone together to resume their feud. The younger brother no longer wanted his older brother to reside at the address who we now had to remove which posed new risks. When informed, the older brother became extremely agitated and verbally resistant. His behaviour and initial refusal to leave the address certainly warranted the Breach of the peace offence - however this had not helped the situation from the previous night, therefore I did not believe it would cease the conflict only temporarily pause it again. I utilised discretion again with verbal communication skills in order to get the older brother to leave without further conflict. We then convey the older brother to the emergency housing association which resolved the incident. Considering the older brother's previous offences, warning markers I believe the use of verbal communication and discretion was resulted in the best outcome for all considering alternatives.

The Criminal Procedure and Investigation Act (1996) is legislation that regulates the investigation and prosecution of criminal offences in the United Kingdom (CPIA 1996). Prior to this legislation numerous high profile miscarriages of justice occurred from such investigative failings as non-disclosure of evidence, poor identification of suspects and unreliable confessions due to police pressure. The CPIA was developed to ensure investigators acted impartial in their investigations. Whether evidence leads towards a suspect or away, the police have a responsibility to follow all lines of enquiry (College of Policing 2013). In addition this act puts a legal requirement on police and the Crown Prosecution Service to ensure they disclose to the defence everything that could be relevant to the case. When conducting investigations the CPIA (1996) requires investigators to retain all material relating to the investigation, record that this material exists (and that police have possession of it), review/ examine the material, and reveal the existence of this material to the CPS and to the defence. In relation to the incident of reflection, the CPIA (1996) requirements to follow all lines of enquiry were met - which is evidenced by the fact that we did not blindly follow the assault complaint without first determining what was actually happening or the history of the brothers relationship. I questioned all parties involved which was recorded on body worn video and also in my occurrence report which was later added to the occurrence log.

This occurrence highlights the benefit of gathering intelligence and information prior to attending a call. It also highlights the value of thorough questioning in order to make informed decisions which demonstrate police action as treating people fairly. Gaining accurate information from the older brother was challenging - he gave evasive, contradictory and incoherent responses to direct, simple questions. It was only later on during the day when greater insight to the incident could be gained. Due to the nature of grade 1 emergency calls being time sensitive officers often lack the luxury of a full and thorough research of subject involved and history. However I believe taking the time to fully investigate and understand the situation proved the key to the resolution evidenced as there were no further calls for service. The brothers were separated and the first steps towards re-housing was made. While I can say the older brother was not happy having to move out, upon reviewing the outcome I believe this is the best result. Information gathering and following all lines of enquiry revealed the brothers turbulent relationship over the past four years which coincide with the time the older brother moved in at the request of their father. Their disputes frequently culminated in the police involvement. It is my hope that the separation of their living arrangement will be the long term resolution to their conflict and prevent any potential escalation between them.

Word Count 2745

Task 5

Personal Development Plan (PDP)

As part of your reflective process, please use this table to aid you in identifying the next steps for development.

This is equivalent to 500 words towards the overall wordcount, please note this is not the actual number of words used in completing the table, the count reflects the thought and research behind it.

Area of Development	How it will be achieved	Who can provide support	Timeline
- Niche competency and Case file Building	- Gain knowledge through experience - Use personal learning time to read latest PDF/ powerpoint guidance to build knowledge base. - Assist colleagues with updating their occurrences	- Team Sergeant and colleagues. - BOB online resources/ video demonstrations	- 3 months for initial introduction (April - June 2022) - Ongoing development through hands on experience
- Suspect interview planning and implementing improvement	- To date I have only conducted one suspect interview. I will improve through experience, reflection and observing experienced officers conduct interviews.	- Team Sergeant and experienced colleagues. - HUB attachment	- 6 months (April - September 2022)
- Greater awareness of the wide variety of calls for service of the Response officer - Initial attendance	-Using PLT and Personal learning time	- E-learning modules from the College of Policing website; CPD resources for response officers College of Policing	- 3 Months to go through the e-learning modules and become familiar with all information and resources for response officers.

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The bibliography should only include sources referenced within the workbook using the Harvard referencing system. Information about referencing in written assignments and how to avoid plagiarism can be found on Moodle. It is important that you are aware of the importance of ensuring that the work submitted is your original work.

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Task 4

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Task 6

Recognition and confirmation of progress on the Occupational Competency Portfolio (OCP).

By signing the section below you are acknowledging your continued progress on O.C.P., this is recognised by the university as work that is fully supporting this module. Signing it is equivalent to 500 words towards the overall wordcount.

I confirm that I am progressing with the Occupational Competency Portfolio (OCP) in accordance to the regulations.

Signed: Ross Hamer (Learner, Electronic signature or type name)

Date: 29/03/2022